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ABSTRACT

Presented in outline form, this curriculum guide lists the educational goals and objectives for Arizona elementary and secondary courses of study in United States history and Arizona history. The purposes of the guide are to present the minimum content of study for the individual subject areas and to serve as the educational content criteria for selection of state adopted textbooks. The guide is divided into two parts, United States history and Arizona history, and each such part is divided into sections which are set forth chronologically. Under each section heading is a list of important people, places, ideas, and events which pertain to the particular era of American or Arizona history. Following this list is the basic goal to which the teacher shall give attention and consideration in his or her classroom presentation. Each goal is preceded by an abbreviation to indicate grade level, either elementary or secondary. (Author/JR)

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"What Every Child Should Know...

United States

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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and Arizona History

Course of Study · Criteria for Textbook Selection"

SO 010 042

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ARIZONA DEPARTMENT OF EDUCATION

MARCH, 1976

2

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W H A T E V E R Y C H I L D S H O U L D K N O W

UNITED STATES AND ARIZONA HISTORY

COURSE OF STUDY
CRITERIA FOR TEXTBOOK SELECTION

Adopted
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PREFACE

"WHAT EVERY CHILD SHOULD KNOW"

"UNITED STATES AND ARIZONA HISTORY"

This document serves a dual purpose. It shall:

a. Constitute the Course of Study for the subject contained therein.

b. Be used as the educational content criteria for the selection of State Adopted Textbooks.

The State Board of Education has defined the Course of Study as Minimum Course Content for Quality Education, in Article II, Rule 1, State Board's Policy Manual.

> "The State Board of Education believes that every child in Arizona should have the equal educational opportunity to receive the basic knowledge and skills in each subject area, and that no student shall be deprived of this opportunity because of socio-economic or other factors beyond his control.
>
> The Course of Study prescribed by the State Board of Education provides the basic minimum course content in each prescribed subject area to insure a minimum quality education in compliance with Article XI, Section I of the Constitution.
>
> The State Board of Education re-affirms that the Board is not limiting local districts and/or teachers from enriching and enhancing the minimum course content but rather encourages local districts to excel way beyond these basic standards."

LEGAL BASIS

ARIZONA CONSTITUTION ARTICLE XI, SECTION 1 states: "The Legislature shall enact such laws as shall provide for the establishment and maintenance of a general and uniform public school system, which system shall include kindergarten schools, common schools, high schools, normal schools, industrial schools, and a university (which shall include an agricultural college, a school of mines, and such other technical schools as may be essential, until such time as it may be deemed advisable to establish separate State institutions of such character). The Legislature shall also enact such laws as shall provide for the education and care of the deaf, dumb and blind."

ARS 15-102.15, 15-102.16, and 15-102.17 state: "The state board of education shall: 15. Prescribe and enforce a course of study in the common schools; 16. Prescribe the subjects to be taught in the common schools; and 17. Prescribe a list of optional subjects to be taught in all common schools."

UNITED STATES AND ARIZONA HISTORY

PREAMBLE

In the belief that the future of the nation and state will be largely determined by the goals and attitudes of an informed, educated citizenry, and that a study and an appreciation of our heritage can play a vital role in shaping the thoughts of tomorrow, we propose that the teaching of American and Arizona history in the public schools should:

A. STRESS POSITIVE BUT NOT OMIT NEGATIVE ASPECTS OF THE PAST;

B. EMPHASIZE CONTINUITY IN THE EVOLUTION OF THE NATION;

C. CREATE AN AWARENESS OF, AND PRIDE IN, THE CONTRIBUTIONS OF MEN AND WOMEN IN THE DEVELOPMENT OF OUR COUNTRY;

D. SHOW THE INFLUENCE OF RATIONAL, CREATIVE, AND SPIRITUAL FORCES IN SHAPING THE NATION'S GROWTH; AND

E. ENCOURAGE NATIONAL AND STATE PRIDE IN THE MINDS OF ARIZONA'S YOUTH BY FACTUAL ANALYSIS AND ACCURATE PORTRAYAL OF THE EVENTS, ERAS, AND INSTITUTIONS OF THE PAST.

INTRODUCTION

The Arizona Revised Statutes, Sec. 15-1021, amended by Chapter 44, Laws of 1969, provides:

> All public schools shall give instruction in the essentials, sources, and history of the constitutions of the United States and Arizona and instruction in American institutions and ideals and in the history of Arizona. The instruction shall be given in accordance with the state course of study for at least one year of the grammar and high school grades respectively. The state board of education shall prescribe suitable teaching materials for such instruction.

In order for the state to fulfill this obligation, we consider it necessary that events, dates, individuals, institutions and movements of the national and state past be incorporated into a course of study that will outline the content and chronology of our history. Fundamental facts and ideas should be presented and explored by the teacher.

While it is recognized that recurring themes of American history often closely parallel certain government and social studies courses, the following, though not necessarily all-inclusive, are germaine to history as a separate course

of study:

1. Economic opportunity under a free enterprise system.
2. Wide participation in the political life of nation and state.
3. Faith in self and confidence in the future.
4. Belief in reform as a continuing process of government.
5. A mobile population.
6. Belief in education and educational opportunity as a means of self-betterment.
7. Individualism, as an American trait.
8. Responsible concern for welfare of others.
9. Respect for the rights and abilities of the individual.
10. A sense of responsibility to family, community, state and nation.
11. Strong identity with the land.
12. Responsible use of freedoms; and
13. Indivisibility as a nation.

Since the principal function of United States history is to transmit and perpetuate the heritage of the nation, all events, personalities, movements and issues should be considered and treated in light of the times in which they occurred, emphasizing the documentary basis thereof.

The educational goals herein set forth are intended to serve the dual needs of terminal and continuing education. Most importantly, they are intended to provide basic guidelines to be used in the teaching of history in grades K through 12, to establish a minimum educational standard for the benefit of all public schools in the State of Arizona and to provide a basis on which individual communities and school districts may expand content to meet individual needs.

Reasonable discretion should be allowed the teacher and curriculum planners in adapting prescribed content to the various levels of instruction. However, instruction and content should substantially conform to this Course of Study.

The subject matter of this document is divided into two parts, United States History and Arizona History, and each such part is divided into sections, which are, where practicable, set forth chronologically. Under each section heading is a list of important people, places, ideas and events which pertain

to the particular era of American or Arizona History being suggested. Following such list in each section is a basic GOAL to which the teacher shall give attention and consideration in his or her classroom presentation. With each goal is a brief narrative presentation summarizing certain salient facts or events which are pertinent to the goal stated.

This introduction is intended to be suggestive rather than limiting. The innovative teacher will modify or enlarge the material used to amplify the goals set forth in this Course of Study.

UNITED STATES HISTORY

- - - - ELEMENTARY COURSE - - - -

Those goals preceded by an "E" should be introduced in the "elementary course" and amplified in the "high school course." Those goals preceded by an "H" should be introduced in the "high school course."

1. AMERICA BEFORE THE EUROPEANS ARRIVED

Theories of the origin of man in the Americas
Distribution of native peoples
Migrations: Central and South America
Grasslands Indians
Forest Indians
Southwestern Tribes
Athabascan Thrust
Native American ways of life: Gatherers
Hunters
Corn and other crops
Man the Sole Source of Energy
Tools
Economic Life
Social Organization and Spiritual Beliefs

Goal--To be familiar with the principal theories of the origins of man on the North American continent and with the distribution, migratory habits, manner of subsistence and the economic and social conditions of these people. The following are pertinent:

E (a) Climate, geography and the location of discovered natural resources had an effect on the distributions, settlement, and cultural patterns of people.

E (b) Favorable climate and availability of food supplies facilitated growth of pre-Columbian cultures such as the Maya and Inca; certain civilizations become more highly developed and refined.

E (c) Less favorable climate and less abundant food resources

encouraged more aggressive and mobile life patterns.

E (d) The absence of written records; knowledge of ancient cultures reconstructed through surviving architecture, study of ruins and middens, paleographs, pictographs and artifacts;

H (e) Geographical isolation, subsistence levels of existence, diversity of tongues, primitive communications, and cultural rivalry; native Americans susceptible to division and conquest.

2. BEGINNINGS OF EXPLORATION

Vikings and Finland
Polynesian Sailors
The Crusades
Trade with the Near East
Marco Polo and Cathay
Portugal a Maritime Nation
Dias and Vasco de Gama
Columbus Seeks a Patron
Columbus Discovers the Americas

Goal--As a foundation for understanding the European influence at the beginning of the American settlement, the student should have a general understanding of the development of Western ideas during the Middle Ages and the Reformation. The following are pertinent:

H. (a) Patterns of life in Europe between the fall of Rome and the first European contacts with residents of the New World.

E (b) Geography of the known world and its subdivisions in 1492.

E (c) Viking and Norse invasions of Great Britain, Iceland, Greenland and the mainland of North America.

H (d) The growth of cities and trade.

H (e) The new goods create incentives to adventurism and exploration.

H (f) The invasion and repulse of Islamic Moors in Europe by Frankish and Spanish nationalists; the ascendency of Christian orthodoxy; the Protestant Reformation, as part of an intellectual revolution preparing Western Europe for an age of discovery.

E (g) Control of land trade routes to the Orient by Islamic Turks in the Middle East; alternative solutions of sea exploration and search for unthreatened routes to the East, China, India, and Spice Islands; Marco Polo,

Vasco da Gama and Columbus in the search for sea routes to the Far East.

H (h) Civilizations of Greece and their influence on European culture.

H (i) Roots of human rights established in Magna Carta and the Common Law of England.

3. SPAIN COLONIZES A NEW WORLD

Caribbean Plantations
Sugar
Indian Slavery
Balboa
Ponce de Leon
Reform and Black Slavery
Cortes in Aztec Mexico
The Treasure of Montezuma
Magellan's Voyage
The Pizarros in Peru
Incan Wealth
Aztec Empire Destroyed
Search to the North
Marcos de Niza
Coronado
New Mexico
California
Texas
The Missionary Effort
Provincias Internas
The Spanish Southwest

Goal--To understand that the discovery and early development of the Americas was undertaken by several nations and many individuals. The following are pertinent:

H (a) The quest for riches, the religious Crusades, and the journeys of Marco Polo and other explorers played a significant role in motivating exploration and trade.

E (b) The development of the compass and astrolabe as aids for navigation; gunpowder as an aid to colonization.

H (c) Difference in technological knowledge between the European colonizers and native peoples of the Americas.

E (d) Principal Spanish explorers, their routes and accomplishments.

E (e) Religious, commercial, cultural and political influences that encouraged exploration and migration to America.

E (f) Mercantilism, the origin of colonial charters and political administration; isolation from the mother countries; a sense of independence in America.

E (g) Cultural and intellectual contributions of Spanish colonizers in the New World.

4. FRENCH AND DUTCH COLONISTS

New France Established: Cartier
LaSalle and the Mississippi Basin
The Iroquois and Delawares
Henry Hudson
New Netherlands
New Amsterdam

Goal--To acquire an understanding of the colonial activities of the French and Dutch together with their early exploration and discovery in the Americas. The following are pertinent:

E (a) Principal French and Dutch explorers, their travel routes and their accomplishments.

E (b) Cultural and intellectual contributions of French and Dutch colonizers in the New World.

E (c) Various influences in France and the Netherlands which encouraged exploration and colonization.

5. THE FOUNDING OF NEW ENGLAND

John Cabot
Search for the Northwest Passage
First English Explorations
Jamestown's Tragedy
Tobacco and Black Slavery
Quest for Religious Freedom
Mayflower Compact
Plymouth Colony
Puritans Settle Boston
Roger Williams in Rhode Island
Connecticut and New Hampshire
Lord Baltimore Founds Catholic Maryland
William Penn and the Quakers
The Carolinas
Georgia

Goal--To have a knowledge of the different peoples, influences, origins and events which had to do with the exploration, colonization and establishment of New England. The following are pertinent:

E (a) The nature of colonial society.

E (b) Principal industries and occupations in the colonies.

E (c) Growing American disenchantment with the British Crown.

E (d) English legal and political traditions which prepared the way for the American War of Independence.

6. THE AMERICAN COLONIES PROSPER

Shipbuilding and Naval Stores
Molasses, Rum and Slaves
Mercantilism Develops
Fisheries and Furs
Farming Settlements Spread
Export Economy
Indian Removal Policies
Cheap Land in the West
Non-English Immigration: Germans, Swedish, Irish, Scotch, French Protestants
Iron Industry
Witchcraft and Education
Peter Zenger Case
Self-Rule Flourishes

Goal--To understand the nature, background and development of all aspects of colonial society. The following are pertinent:

E (a) European rivalry between England and France affected the Colonies.

E (b) Development of mercantilism.

E (c) Men, events, and conflicting opinions leading to growing hostility between England and the Colonies.

7. WAR WITH SPAIN AND FRANCE

Georgia-Florida Campaign
Attack on Cartagena and Panama
Havana a British Port
Indecisive War
French and Indian War: Braddock's Disaster
Seven Years' War, 1755-63
Wolfe at Quebec
Treaty of Paris cedes Florida to England and part of Louisiana to Spain
Canada Replaces New France
Colonies Enjoy New Prestige With Prosperity

Goal--To understand the background of, and events pertaining to the conflicts in North America with Spain and France. The following are pertinent:

E (a) General Braddock lost the battle, but his road turned defeat into victory.

E (b) The Seven Years' War played a part in unifying the colonists.

E (c) Generals Wolfe and Montcalm battle on the Plains of Abraham.

E (d) By the Treaty of Paris, signed in 1763, Great Britain gained all French lands east of the Mississippi River, except New Orleans and a few fishing islands off Newfoundland.

E (e) France lost her empire in North America to Great Britain, her ancient rival.

8. COLONIES BECOME AMERICAN

Out of Freedom--Discord: Revenue Act of 1764
Stamp Act of 1765
Sons of Liberty
Patrick Henry's "Treason" Speech
Repeal of Stamp Act
Townshend (Tax) Acts
Western "Regulators"
Boston Massacre
Boston Tea Party
Intolerable Acts of 1774
Blockade of Boston
Virginia's Resolution of Independence
First Continental Congress

Goal--To have a knowledge of the origin of American ideals and concepts of liberty, freedom and the early events which set the stage for the Revolutionary War. The following are pertinent:

E (a) England experienced financial problems resulting from the war with Spain and France.

E (b) Economic and politically coercive measures undertaken by the Crown and Parliament relative to the Colonies.

E (c) Sources and examples of Colonial self-government and self-determination and beginnings of cooperation among the Colonies on American affairs.

9. THE AMERICAN REVOLUTION

The Minutemen
Lexington and Concord
Second Continental Congress
Battle of Bunker Hill
Independence Declared
New York Campaign
Battles of Princeton and Trenton

British Plan of 1777
Winter at Valley Forge
Financing the War
Friends of Liberty Abroad
Battle of Monmouth
General Clark in the West
Treason of Benedict Arnold
John Paul Jones
Southern Campaign
The French Fleet
Victory at Yorktown

Goal--To learn the causes, the origin, the campaigns, the various roles of military and political leaders and the ultimate consequences of the American Revolutionary War.

E (a) Origin and basis for the Declaration of Independence; its uniqueness in expressing man's highest aspirations; its signers.

H (b) Role of the Tory movement in the Revolutionary period.

E (c) Military campaigns of the Revolutionary War; support of the French; settlement of the War.

E (d) Evolution of the American Flag.

10. ESTABLISHING A CONSTITUTIONAL REPUBLIC

The Articles of Confederation
Rebellions and Dissatisfaction
Constitutional Convention
Ratification Process and the Liberty Bell
The Founding Fathers
Washington as President
The President's Cabinet
The Bill of Rights
Evolution of Political Parties
Alexander Hamilton and National Credit
The Genius of Jefferson
Washington's Retirement
John Adams' Naval War with France

Goal--To gain substantial knowledge and understanding of the various parts of the Federal Constitution, the workings and inter-relationships of these parts, and the role of government in a Constitutional Republic.

E (a) Political association of the Colonies; The Articles of Confederation, its weaknesses and limitations.

E (b) The Constitutional Convention, its participants and principal objectives.

E (c) Doctrine of "separation of powers."

E (d) Social, economic, and other factors in the philosophy of early political parties in the new nation; the Federalists and Anti-Federalists.

H (e) Lure of the land and patterns of expansion and emigration beyond the Fall Line into Kentucky, Tennessee and Ohio; the Northwest Ordinance.

E (f) The Industrial Revolution in the United States; innovations of Eli Whitney, Robert Fulton, Samuel F. B. Morse, and others; the cotton gin and manufacture of interchangeable musket parts, followed soon thereafter by rapid development of transportation by steam power; sectional peculiarities and rivalries.

11. STRENGTHENING THE YOUNG REPUBLIC

Jefferson as President
Punishing Tripoli's Pirates
Building Naval Power
Napoleon's Needs
The Louisiana Purchase
Lewis and Clark Launch
U. S. Expansion to the Pacific
The Hamilton-Burr Duel
Burr's Treason
The Embargo Act

Goal--To understand the beginnings of a new government under a new constitution. The following are pertinent:

E (a) Jefferson as President and Aaron Burr as Vice President.

E (b) Jefferson purchases Louisiana and sends Merriweather Lewis and William Clark to explore the territory.

E (c) Early national Indian removal policy as related to westward expansion.

E (d) U. S. relations with foreign powers, in particular, England and France.

H (e) The purchase of Louisiana did not remove Napoleon from the American scene.

H (f) Mount Vernon, Monticello - Examples of homes of American patriots.

12. SECOND WAR WITH ENGLAND

Growing Commercial Interests

Troubles with France and England
War Fever
Western Indian Troubles
British Impress American Seamen
The Naval War
Struggle for Canada
Abdication of Napoleon
Peace Treaty
The Battle of New Orleans

Goal--To understand that the War of 1812, a second war for independence, was a mixture of conflicts embroiling both Europe and North America. The following are pertinent:

E (a) Causes, campaigns, and outcome of the second war with England; its contribution to the growth of the United States.

H (b) British, French, Spanish and Indians were involved in this struggle over issues left unresolved in former wars.

E (c) In Congress, the frontier faction, called "War Hawks" was led by Henry Clay and John C. Calhoun.

E (d) Burning of Washington, D. C., the resulting "White" House.

E (e) Francis Scott Key, an emissary of President Madison, pens the words to "The Star Spangled Banner."

E (f) The signing of the treaty of peace ends the War of 1812, the last armed conflict between Great Britain and the United States.

H (g) Roots of American nationalism continue to grow; Federal coinage; E Pluribus Unum.

13. WESTERN EXPANSION

The Missouri Compromise
Western Land Panic
National Highways
Monroe Doctrine
President Jackson
Gone to Texas
The Oregon Trail
New Indian Removals
Texas War of Independence
Immigration Grows
Manufacturing in North
Religious Fervor
Abolition Movement
Manifest Destiny
Annexation of Texas
Tariff and King Cotton
Fifty-Four Forty or Fight
Sectionalism Strife Increases

Goal--The 19th Century was a time of national expansion. The student should understand the meaning of the term Manifest Destiny and its part in shaping national policy during the first century of the nation. The following items are pertinent:

E (a) Expansion of the original 13 states as provided by the Northwest Ordinance, and as implemented by various treaties, wars, cessions, and purchase.

H (b) Thomas Jefferson's role in the opening and exploration of the West; purchase of Louisiana from France; a vast hinterland for settlement; westward movement, as facilitated by the fur trade and land hunger.

E (c) U. S. land policy aided immigration from abroad and emigration westward by providing for surveys of new accessions; easy entry to the public domain.

E (d) Trails into the new West; the growth of commercial centers; political growth of the nation; the doctrine of "Manifest Destiny."

E (e) American political independence; the Monroe Doctrine and protection of the Americas from foreign adventures; the doctrine of isolationism, keeping the U. S. from dangerous foreign involvement.

E (f) Western settlers and the Indians; Indian Removal policies and government efforts at pacification, relocation, and domestication of Indians; roles of Andrew Jackson, James Polk and Sam Houston.

E (g) American presence in Texas; influence of conditions in Mexico on Texas colonists and their central government; the Alamo, Texas independence; the Mexican War.

H (h) The thesis of Frederick Jackson Turner: The frontier as a safety valve and a determinant of American character.

E (i) The Mexican Cession and the Gadsden Purchase; contiguous territory of the United States.

E (j) The discovery of gold in California and its effect on population movement to the American West.

E (k) Entry of the several Eastern States into the Union.

14. THE WAR WITH MEXICO

Annexation of Texas
Wilmot Proviso
Kansas-Nebraska Act
Rio Bravo Dispute

Diplomatic Discord
U. S. Troops Enter Disputed Territory
Inevitable Incident Opens Conflict
Taylor Marches South
Scott Follows Cortez' Route
Kearny's Army of the West
Bear Flag Republic
Mormon Battalion
Treaty of Guadalupe Hidalgo

Goal--To understand that migration to the Southwest, to Texas in particular, increased tension between Anglo Americans and Latin Americans that had been developing since the two peoples first met on the borders of their territories. The following are pertinent:

E (a) After winning independence from Spain, Mexico claimed all of Texas.

E (b) Santa Anna marches soldiers into Texas.

E (c) Texans fight and die in the Alamo, the old fort in San Antonio.

E (d) Santa Anna was finally defeated in the battle of San Jacinto by a small group of Texans under General Sam Houston.

E (e) Mormon pioneers, moving from Illinois into the "West" in 1846, respond to the request to furnish army recruits to march into Mexican Territory to give assistance to the war efforts.

15. CRISIS OF THE UNION

Gold! in California
Railroad and Wagon Route Surveys
Pony Express
Butterfield Express
Gadsden Purchase
Railroad Expansion
Abolition Issue Grows
Underground Railroad
Slave Revolts
John Brown at Harper's Ferry
Bloody Kansas
Tariffs Anger Agricultural South
Efforts at Compromise
Dred Scott Decision
New National Party
Lincoln-Douglas Debates
Secession Major Issue of 1860 Campaign
Lincoln Elected
Fort Sumter

Goal--As America matured it had growing pains. The student should understand the evolving sectionalism and its effect on the populace. The following are pertinent:

E (a) The phenomenon of Jacksonian Democracy; the Spoils System as a facet of American political life.

E (b) The succession of American presidents from Jefferson through Buchanan and the contributions and problems of each administration; the evolution of American political parties.

E (c) Admission of new states and the balance of representation in Congress; compromises of 1820 and 1850.

E (d) Amendments to the Constitution; Supreme Court decisions, knowledge of Constitutional interpretation was to meet the needs of the times.

E (e) Origin, nature, and ramifications of slavery in the Union; the causes and rise of anti-slavery and abolition movements; William Lloyd Garrison, Ralph Waldo Emerson, Charles Sumner, Wendell Phillips, and others.

E (f) Anticipated expansion of slavery into newly-opened territories; contrary fears that expansion would be thwarted; friction, lawlessness, and "bloody" Kansas; the concept of states rights as a rationale for the idea of secession.

E (g) Formation of Republican Party (1854)

E (h) The Dred Scott Decision

E (i) The Lincoln-Douglas debates as efforts at reconciling differences; the election of 1860; the candidates; southern and northern sympathies; the contest for the border states; the Lincoln-Republican victory.

E (j) Divergent sectional, economic, social and political views; the approaching conflict.

16. WAR BETWEEN THE STATES

Confederate States of America
Industrial Strengths
Manpower Resources
Leadership
First Bull Run
Defense of Washington
Changing Commanders
Campaign in the West
Naval Blockade
Foreign Allies
New Weapons at Sea
Gettysburg
Vicksburg
The March Through Georgia
Emancipation Proclamation

Draft Riots
Mid-War Election of 1864
Prison Horrors
Use of Black Soldiers and Workers
The Wilderness
Appomattox
U. S. Grant and Robert E. Lee
Assassination of Lincoln

Goal--To be familiar with the various theses of causation of the Civil War and have knowledge of the comparative strengths and weaknesses of the two sections of the nation at the time of Secession. The following are pertinent:

H (a) Composition and character of the cabinets of Presidents Lincoln and Davis.

E (b) Major incidents, battles and campaigns of the war; particularly the significance of the Seven Days Battle in 1862 around Richmond; the Monitor and Merrimac; Vicksburg; Gettysburg; Chicamauga and Chattanooga; the Wilderness Campaign of 1864; Cold Harbor and Mobile Bay and the significance thereof.

E (c) Major Military Leaders on both sides, particularly George McClellan, U. S. Grant, Phillip Sheridan and W. T. Sherman on the North and Robert E. Lee, Stonewall Jackson, Joseph Johnston and J. E. B. Stuart.

E (d) The Trent Affair; Column from California; "Rich Man's War" and "Poor Man's Fight," Stars and Bars, Freedman's Bureau.

H (e) The "Political" Generals; Ben Butler, Blackjack Logan, John McClernand and John C. Fremont.

H (f) The Political Spectrum during the Civil War and the gradual increase in power of hardcore Republicans such as Zachariah Chandler, "Pitchfork" Ben Wade and Thaddeus Stevens.

E (g) Role of the Democrats; the Democratic Party in the War Years; Steven A. Douglas, Horatio Seymour and George McClellan.

H (h) Clement Van Landingham and the Copperhead Movement.

H (i) The tremendous impact of Edwin M. Stanton replacing Simon Cameron as Secretary of War leading to total war for the first time in American history.

E (j) The New York draft riots of 1863.

E (k) The impetus of the Civil War toward industrialization in the nation.

H (1) The Presidential Campaign of 1864; a nation grown weary of war; the Atlanta Campaign and its effect on the election.

E (m) Effect of the Civil War on American character; monetary cost; destruction; intensity; Appomattox and political disunity; re-establishing the Union; social and political problems.

17. THE UNION RESTORED

Reconstruction Aims
Lincoln-Johnson Policy
Military Occupation
Radical Congressional Demands
Extended Franchise
New Elections
Constitutions Revised
New Freedom for Blacks
Reaction to Reforms
New Ruling Class in South: Carpetbaggers and Scalawags
Impeachment of Johnson
Grant Withdraws Troops
Amnesty Act of 1872

Goal--To understand the comparative economic and political positions of the various sections of the nation following the Civil War. The following are pertinent:

E (a) The assassination of Lincoln; role of Edwin Stanton, Secretary of War; the Republican control of Congress and Reconstruction policy on the South; carpetbaggers and scalawags; military occupation; the revised role of the Freedman's Bureau; the Ku Klux Klan; Southern refusal to implement the reforms of the 13th, 14th and 15th amendments.

E (b) Reconstruction attitudes and postwar social dislocation; the postwar westward movement; development of the mining and agricultural frontiers.

E (c) Relationship between Union victory and Louis Napoleon's designs on Mexico; the Alabama Claims, and the negotiation and purchase of Alaska through the efforts of William Seward, Secretary of State.

18. THE GROWTH OF INDUSTRY

The New West
Buffalo, Railroads, Minerals, Indians, Cattle Drives
Impact of New Inventions
Growth of Cities
New Industrial Centers
Homestead Laws
Increased Immigration
Sodbusters and Gandy-Dancers

Edison's Dynamo
Steel
Steamships and Ocean Cables
Republican Political Dynasty
Civil Service

Goal--To understand that the Republic, now unified, progressed into a period of industrial and agricultural development with the assistance of many inventive and innovative individuals. The following are pertinent:

E (a) The intensified exploration, discovery and extraction of natural resources as energy sources and raw materials for industry.

E (b) Growth of business and American industry; the first transcontinental railroad completed at Promontory Point in 1869.

E (c) Growing waves of European immigration; supply of labor to the growing industrial complex; social and economic abuses; urbanization.

H (d) Hayes - Tilden election, the end of Reconstruction.

E (e) Civil service reform in the Hayes Administration; the need for reform in both public and corporate affairs in the nation; the labor movement; unrest in agriculture, the Grange movement; the emerging Populist movement.

E (f) The challenge of the frontier; America's image in the eyes of the World; end of Indian Wars in the West; closure of the frontier to easy settlement in 1890; end of low-cost land acquisitions in the West; America's interest in overseas acquisitions.

19. IMPERIALISM AND REFORM

Concentration of Industrial Power
Rise of Organized Labor
Commercial Interests Overseas
The Caribbean
Central and South America
Japan and China
Purchase of Alaska
Panama Canal and Alternate Routes
Annexation of Hawaii
Concern for Cuba
The Monroe Doctrine in Venezuela
The Panic of 1893-96
The Maine Incident
War with Spain
Bases in the Caribbean
Philippines Restoration and Independence

Open Door Policy in Orient
Boxer Rebellion
New Stars in the Flag
The Grange and Populism
Muckraking
Problems of the Cities
Anti-Trust Legislation
Conservation and Reclamation
Women's Role and Movements
The New Immigration
The Progressives
Federal Income Tax

Goal--To bring the student's awareness from the dominant sectional problems of the 19th Century to the global American posture of the present century. The student should be familiar with important changes in national life, such as the burgeoning of business, the closure of the frontier, and growing confidence in national destiny. The following are pertinent:

E (a) Foreign markets for American goods; development of commercial relations with foreign nations; renewed interest in Latin America; importance of isthmus routes on growth of U. S. maritime tonnage and naval power.

H (b) The origins and course of the War with Spain; and its effects on the United States abroad.

E (c) The emerging role in world leadership of the United States; naval expansion; overseas commercial outlets for American manufacturing and industry; the precedents offered by the colonial and imperialistic ventures of European nations; the U. S. role in mediating the Russo-Japanese War; Christian missionary penetration into China.

E (d) Eastern and Southern European immigrants in the years before 1914; their influence on political and social makeup of the United States.

E (e) Political, social and economic reform in the era of the muckrakers; the reform movement within the Democratic party identified as populism; progressives within the old-line Republican Party called for change and improvement.

E (f) Anti-trust legislation, conservation and reclamation, women's role and movements; the New Immigration; the Progressives; Federal Income Tax.

E (g) American expansion overseas; United States money and genius develops Panama Canal; the establishment of a separate Panama and within it the Canal Zone; American policy in the Philippines; annexation of Hawaii; commercial interests in the Caribbean, South America, and South Pacific, Cuban independence.

E (h) Application of the Monroe Doctrine.

20. UNCLE SAM A NEW WORLD POWER

Cuba Liberated
Hawaii Annexed
Islands of the Pacific
Big Stick Policies of Teddy Roosevelt
The Great White Fleet
Revolution in Mexico
Bull Moose Campaign
Idealist President Wilson
Marines Have Landed
Mexican Turmoil
War in Europe
American Neutrality
Lusitania Affair
Plattsburg-Plan Preparedness
Peace Without Victory
Submarine Warfare Accelerated
The Zimmermann Note
The Yanks Are Coming
Wilson's 14 Points
Treaty of Versailles
Mandates
The League of Nations

Goal--To understand the United States' position in the world today, the student should be familiar with events which expanded our role in world affairs. The following are pertinent:

H (a) The role of mediator, assumed by Teddy Roosevelt at the end of the Russo-Japanese War.

E (b) Personalities and idealogical split in the Republican Party in 1912; Roosevelt, an independent candidate; the election goes to Woodrow Wilson.

E (c) Events that led the United States from a position of isolation and neutrality in 1914 to participant as a combatant in the First World War in 1917.

H (d) Mexican Border problems; America's changing attitude toward foreign involvement.

E (e) Extent and nature of U. S. participation as a combatant during the First World War and the technological impact of the airplane, trench warfare, and the tank.

E (f) Influences which caused the United States not to ratify the League of Nations; Allies' secret treaties thwarting Wilson's 14 Points; preoccupation with prosperity at home.

E (g) Legislation growing out of the wartime period, the suffrage

movement and domestic reform; the prohibition movement.

E (h) Conditions which caused America to return to international isolationism and disarmament following World War I.

21. BETWEEN THE WORLD WARS

New Mobility--Autos and Airplanes
Decline of Farm Population
Prohibition's Failure
Social Changes: Movies, Radio, TV
Women at Work
Inventions Increase Leisure
Naval Disarmament
Good Times and Bad Men
Harding and the Ohio Gang
Teapot Dome
Silent Cal
Herbert Hoover: Wall Street Overspeculation
The Great Depression
The New Deal
FDR and Fireside Chats
The Brain Trust
CCC, NRA, WPA, AAA, SEC, NLRB, TVA, REA
Supreme Court Stacking
Social Security
Soviet Recognized
Good Neighbor Policy
Rise of the Dictators
War in Africa, Asia, Europe
Lend-Lease

Goal--To understand the preoccupation of the United States with internal affairs and prosperity for the period following World War I during the administrations of Presidents Harding, Coolidge, and Hoover. The following are pertinent:

H (a) "Big Business" during the '20's.

E (b) Conditions which led to the stock market crash and the onset of the great world depression.

E (c) "New Deal" solutions offered by the democratic president, Franklin Delano Roosevelt; the programs and attempts at recovery during his unprecedented four terms; personality and persuasiveness of FDR: fireside chats.

H (d) The Federal Reserve System.

E (e) The U. S. government assumes the role of providing jobs and relief to business and the unemployed; the growth of paternalistic government programs.

E (f) The Chief Executive; the power of appointment vested in his office; Supreme Court appointments favorable to social legislation.

E (g) Economic forces during the depression years; the early Roosevelt administrations, followed by an increase in basic production areas; U. S. attitudes on isolation at the outbreak of World War II.

22. THE SECOND WORLD WAR

Drift Toward European Involvement
Conscription
Beefing Up the U. S. Navy
Crisis in Asia
Impeding the Rising Sun
Pearl Harbor
Mobilization
Land and Naval Strategy
Battle of Britain
African Campaign
War in the Skies
Invasion of Europe
Military Victory
Role of Science: Radar, Rockets, Secret Weapons
Sweeping the Pacific
Death of Roosevelt
Truman's Decision for Victory: Hiroshima and Nagasaki
Japanese Surrender

Goal--To be able to evaluate and understand the role played by the United States in World War II, and the effect of the War on the nation at home. The following are pertinent:

E (a) Failure of United States military and diplomatic efforts in 1941; lack of adequate military preparedness.

E (b) Pearl Harbor - cause and effect.

E (c) Major military campaigns, leaders, and theaters of war; the government's role in leadership in defining priorities of the war; the American attitudes towards its major allies, Britain, China, France, and the USSR.

E (d) America's treaty efforts such as the Atlantic Charter, Dumbarton Oaks, Casablanca, Yalta, Teheran, Potsdam, etc.; what the United States derived and lost from them and what it was committed to do.

E (e) The growth of technology, American industrial production and American fighting forces as influences on the termination of the war; "A" bomb to hasten end of the war in Asia.

E (f) Change in American life through population concentration in urban industrial centers and the "westward tilt"; the positive benefits to veterans (GI Bill, etc.).

23. AFTER VICTORY--ANGUISH

Social, Economic and Political Impacts of the War on the U. S.
Truman Administration, 1945-53
Rebuilding Europe's Economy
The Marshall Plan
Soviet Occupation of East Europe
The United Nations formed
The Cold War
The Korean War
We Like Ike
Dulles' Brinkmanship
Red Flag Over China
Retreat to Taiwan
Berlin Airlift
The Brief Kennedy Years
Bluff After the Bay of Pigs
Tragedy at Dallas: Lyndon B. Johnson
Political Skill on the Hill
Retreat from the Presidency over Vietnam
Nixon's Return to Washington - 1968

Goal--To have a knowledge of the Cold War period and its influence on the defeated, as well as the victorious nations who participated in World War II. It is also important to understand the meaning of the term "Cold War" and the rise of both the "iron" and "bamboo" curtains during the years following World War II. The following are pertinent:

E (a) The Marshall Plan and other American efforts toward assisting world economic recovery.

E (b) Differences between U. S. occupation of AXIS powers and the Soviet occupation of the Baltic States, Germany, Poland, Hungary, Czechoslovakia, etc.; reconciliation of these differences in terms of national ideals and aims; unilateral Soviet efforts to establish Communism not only in Europe but also in Asia, Africa, and the Caribbean.

E (c) Postwar treaty arrangements such as NATO and SEATO as efforts to stabilize world peace, in addition to the United Nations.

E (d) The nature and ramifications of U. S. - Chinese relations from World War II through the retreat of Nationalist China to Formosa; subsequent developments.

E (e) Influence of the war on attitudes at home; opposition to the so-called industrial-military complex and the dichotomy between young people and the "establishment," the civil rights movement; opposition to the war in Vietnam.

E (f) Traditional American values of freedom, independence, and self-realization contribute to the growth, evolution, prestige, and standing of the United States; how these attributes of life continue to attract refugees and immigrants from disadvantaged nations of the world; the future of this nation and its vital role of leadership in the world.

All goals should be introduced in the "Elementary Course" and amplified in the "High School Course."

1. PHYSICAL FEATURES OF ARIZONA

Location of principal landfalls: mountains, rivers, plateaus, deserts
Climatic features: rainfall, seasons, variations in altitude
Vegetation and wildlife; mineral resources; water resources, surface and groundwater

Goal--To be familiar with the location of Arizona and its contiguous neighbors; to identify and name the major river systems, mountains, and other physical features; to understand the variations in climate in Arizona and its effect on life patterns of wildlife, vegetation, and man; to be able to identify the major mineral resources and assess their importance; and to obtain an understanding of Arizona's water resources, both surface and underground.

E (a) A knowledge of the physical features of an area is necessary to an understanding of native cultures, where man lived, the occupations he pursued, and the use to which he could develop transportation and communications.

2. ABORIGINAL PEOPLES: THE ARCHEOLOGICAL RECORD

Theories of the origin of native population: migrations, dating techniques, other concepts
Major cultural divisions in pre-Columbian era: Hohokam, Mogollon, Anasazi
Language-related groups: Yumans, Ute-Aztecans, and Athapascans
Economic groupings: bands, rancherias, pueblos, villages
Major tribes and their locales: historic and recent
Indian way of life before European intrusion

Goal--To be familiar with the theories of the origin of man in Arizona, dating techniques, and the ways we have learned about them in the absence of written records; to understand the part that water played in original Indian settlement and cultural development; and to understand the principal cultural differences and where representative peoples lived.

E (a) Agriculture, hunting, and warfare were the principal occupations of native peoples, most of whom lived at subsistence levels and were plagued by drought and disease.

E (b) Cultural friction and competition for food contributed to inter-tribal enmities.

E (c) Geographic isolation made it possible for polytheistic beliefs of native peoples to survive the influence of European Christianity.

E (d) Agricultural pursuits and assurance of subsistence contributed to the pacific natures of some tribes (Papagos and Pimas). Uncertainties of hunting and plundering cultures contributed to the warlike natures of others (Apache and Navajo).

E (e) The generally accepted locales of various Arizona tribes from the earliest times to the present should be known by the student.

E (f) Representative examples of surviving architecture of early cultures: Casa Grande, Pueblo Grande, Montezuma's Castle, Tuzigoot, Ventana Cave, Kinishba Ruin, Tonto Ruin and others.

3. THE SPANISH PERIOD (1539-1811)

The military heritage of Spain
Missionary zeal of Catholicism
Motivation for discovery and riches
Spanish explorers, routes and achievements
The conquest and conquistadores: Cortez, Pizarro, Alvarado, Guzman, Coronado
Gold and silver treasures and legends of Cibola
Impact of Spanish institutions and attitudes on native cultures: the cycles of conquest
Explorations of New Spain into Arizona and the Spanish southwest
The Mission System and the presidios; the dual failures of faith and authority
Jesuits and Franciscans in Spanish Arizona
The legacy of Spain in Arizona: architecture, religion, language, law, ethics, etc.

Goal--To understand that Spain's military conquest of the Moors and its unification under the Catholic leadership of Ferdinand and Isabella provided it with a military capability and missionary zeal to seek new conquests.

E (a) Military capacity, missionary zeal, and a favorable position on the Atlantic Ocean provided all the ingredients for westward exploration in behalf of "glory, gold, and God."

E (b) Spanish discovery of New Granada, the Caribbean and Mexico and easy conquest and enslavement of the Indians created desire for further conquest and exploration of New Spain (Mexico) and searches for Cibola.

E (c) The origins of legendary cities of gold grew out of the experiences of Cortez in Mexico and Pizarro in Peru. They were to exert substantial influence in peopling and developing Arizona.

E (d) Aztec and Toltec riches extracted by Cortez from Montezuma played a part in whetting Spanish lust for gold and silver.

E (e) The DeNiza and Coronado Expeditions of 1539-40 failed to find gold but brought the first Europeans into Primeria Alta (Arizona).

E (f) Spain organized and administered New Spain through a system of missions and presidios; conquest and conversion of native peoples sometimes worked at cross purposes; and isolation and an absence of riches contributed to indifference by Spain for those areas.

E (g) Policies of enslavement, exploitation, and miscegenation contributed to a heritage and authoritarian orthodoxy and pacificity; geographic isolation and inadequate military defense made the northern borderlands susceptible to penetrations and conquest by later Americans.

E (h) The geographic and other contributions of such men as: De Vaca, Moldanado, Estevan, Navarez, Mendoza, Coronado, DeNiza, Alarcon, Diaz, Salvatierra, Cardenas, Alvarado, Espejo, Lopez, Onate, Velasco, Escalante, Anza, Kino, and Tovar.

E (i) The contributions of the Jesuits, Franciscans, and Dominican orders to the Spanish conquest of Arizona and other areas of the present day American southwest.

E (j) The Encomienda System and the system of land grants in New Spain dictated the social and economic life of Mexico, established peonage as a way of life, and contributed towards non-productive development and use of land.

E (k) The under-productive use of land under Spain (and later Mexico) provided one rationale for land hungry Americans motivated by a sense of Manifest Destiny.

E (l) Native peoples reacted to Spanish intrusion: the Great Pueblo Revolt of 1680, the Pima Revolt of 1752, the banishment of Garces from the Hopi Villages in 1776, and the Yuma Massacre of 1781.

E (m) The missionary and educational roles of Fathers Kino, Garces, and other members of the cloth and be able to evaluate their contributions.

E (n) Fear of commercial and territorial rivalry of such nations as Russia, England, and an emerging United States made Spain seek "buffers" and extend her claims against encroachment from these nations even when she was unable to administer and properly defend them.

E (o) The effect of the expulsion of the Jesuits on mission development and the decline of culture in Arizona.

E (p) Creole, Mestizo, and Indian resentment of Spanish control led to the movement for independence and the weakening by Spain of its control over the northern "buffer" areas of California, Texas, New Mexico and Arizona and what this meant in terms of cultural development and military defense.

E (q) The gradual withdrawal of Spanish military defense of Arizona and New Mexico encouraged a resurgence of Indian warfare, rapine, and plundering.

4. THE MEXICAN PERIOD (1811-1854)

Mexican Independence Movement 1811-21
Decline on the Northwest Frontier of New Spain
Opening of the Santa Fe Trail: liaison with American traders and trappers
American traders, trappers and explorers: the Patties, Ewing Young, Kit Carson, Paulino Weaver, Baptiste Charbonneau, other trailblazers
Mexico's neglect of New Mexico and Arizona
The Mexican War 1846-48: Kearny's March to California; Cooke and the Mormon Battalion
The Treaty of Guadalupe Hidalgo: choice of citizenship, boundary survey, railroad route, containment of Indian raiders, land cession
Building a larger U. S. with the Mexican cession
Boundary surveys, explorations, railroad plans
The California Gold Rush
A better rail route: the Gadsden Purchase, 1854
Withdrawal of Mexican presidial troops, 1856
Mineral development during decline of Mexican sovereignty in Arizona
Mexican cultural contributions in Arizona: citizens, Christian historical heritage, mining skills, labor force, food, attitudes, folklore, irrigation skills, music, legends, etc.

Goal--Understand how a weak, divided, and underdeveloped Mexico, under Creole leadership, could revolt from Spain, militarily overrun by Napoleon, and establish its independence.

E (a) Mexico was unable to exercise sovereignty and control over distant fringes of the republic like Arizona.

E (b) The distances between Mexico City, Santa Fe and Tubac along with poor communications played a role in undermining Mexican influence of its northern provinces.

E (c) During a period of organization and consolidation, Mexican inattention to the Arizona and New Mexican frontier caused Mexico to flounder, business and commerce to stagnate, and defense to be nearly abandoned.

E (d) American fur trappers working south from the Rockies brought the first American contact with the New Mexicans at Taos, Santa Fe and elsewhere. These inevitably lead to commercial relations.

E (e) The opening of the Santa Fe Trail in 1822 first brought American culture in contact with New Mexicans.

E (f) The role of trappers, traders, and explorers such as the Patties, Ewing Young, Pauline Weaver, Bill Williams, James Johnson and others in opening Arizona.

E (g) Political instability of Mexico between its independence and 1854 contributed to its weakness and inability to resist invasions by emigrants and to suppress Apache raiding.

E (h) The Mexican War brought Kearny, Cooke, and other expeditions to Arizona as assertions of Federal power.

E (i) In the absence of law and order, scalp and bounty hunters, subsidized by militarily inadequate Mexican governments, sought to suppress Indian attacks the only way they knew how and how this encouraged an influx of adventurers.

E (j) The Treaty of Guadalupe Hidalgo as it pertains to the acquisition of land north of the Gila River by the United States from Mexico. Its purchase from Mexico under Santa Anna, after conquest, confirmed earlier United States precedents of compensation for land ceded.

E (k) The U. S. Boundary surveys of the 1850's, related explorations involving Arizona, and joint U. S.-Mexican efforts to resolve the problem of the border.

E (l) The effect of the discovery of gold at Sutter's Mill in California in 1848 on emigration in general, and the part it played in causing many forty-niners to enter and discover Arizona.

E (m) The myth of "lost Spanish gold mines," and the surface discoveries of gold and silver made by explorers, forty-niners, soldiers, and adventurers contributed to and heightened interest in Arizona.

E (n) Interest in a transcontinental railroad to connect California and the East, using a more practical all weather route through Arizona, terminated in U. S. negotiations and purchase from Mexico of lands south of the Gila River (1854).

E (o) The mounting sectional controversy and fear of the extension of slavery into new territories, thwarted realization of plans to develop the railroad but left the territory nominally open for American emigration.

E (p) United States administration of New Mexico from the seat of government at Santa Fe delayed the efficient administration of the southern and westernmost part which men referred to as "Arizona."

E (q) The boundary and survey results of border resolution efforts in the early 1850's; efforts of the United States to establish military posts at Yuma and elsewhere; and the subsequent withdrawal of all Mexican authority from Tubac in 1856.

5. THE EARLY AMERICAN PERIOD (1853-1860)

Railroad and wagon road explorations
Military occupation to restrain Indians
Transcontinental stage lines: San Antonio-San Diego, Butterfield Overland; their impact on the life style of southern Arizona native peoples
Manifest Destiny and border filibusters
Mineral wealth under development
Yankee innovations; Indian resistance
Steamers and camel caravans in the desert
Capitalists and Statesmen: Arizona the pawn of sectional rivalry in the nation
U. S.-Mexican commercial relationships
The move for separation from New Mexico Territory: independence, order, and ambitions

Goal--To know and understand the activities of early American settlers in Arizona.

E (a) Early American settlers and miners who claimed title to land were sometimes deprived of their rights because of earlier conflicting Spanish and Mexican land grants. The need for clear title to land argued for establishment of a territorial administration.

E (b) The establishment of military posts in what was to become Arizona in the years 1856-1860. Be able to identify and locate them.

E (c) The contribution of the Army Topographical Engineers and other explorers such as Emory, Disturnell, Weller, Gray, Bartlett, Sitgreaves, Whipple, Parke, Ehrenberg, Ives, Aubry, and Beale.

E (d) The continued instability of Mexico and its need to stabilize and colonize its northern borders invited quasi-official military efforts such as that of the Frenchman, Raousset-Boulbon, and American adventurism such as that of Walker and Crabbe. These unsanctioned elements contributed to Mexican suspicion of American motives.

E (e) In addition to filibusters, fugitives from San Francisco, vigilante committees, scalp hunters, and adventurers, mineral discoveries attracted a growing number of developers, miners, investors, technicians, laborers, and professional men.

E (f) The part played by Poston, Ehrenberg, Mowry, Heintzleman and others in establishing and developing the mineral frontier in Arizona.

E (g) The methods of reducing and recovering gold and silver in Arizona mines. When surface "cream" was skimmed, increasingly more efficient methods were necessary to make mines pay.

E (h) The Oatman Massacre and the dangers of life in early Arizona.

E (i) Successful development of gold and silver mines in Arizona and life itself depended on law and order. Law and order was dependent on government and the achievement of territorial status.

E (j) The early proposals of Sylvester Mowry for the creation of a territory of Arizona.

E (k) The principal trails and routes to and from Arizona. How goods and men came. The introduction and development of steamboating on the Colorado River, the route and significance of the Overland Mail, and the experiment with camels.

E (l) The men whose interests in mines led them to lobby for separate territorial status, and the part the sectional controversy had in delaying this recognition.

E (m) The basis for American attitudes towards Mexicans and Indians, Mexican attitudes towards "gringos" and Indios.

E (n) The accomplishments, contributions, and standing accorded Estevan Ochoa, a Mexican, by the frontier community of Tucson as illustrative of American values of acceptance on the basis of individual merit.

E (o) American settlement and commerce provided the Indian with new food, new goods, new sources of plunder and tended to supplant earlier dependency on hunting.

E (p) On the eve of the Civil War, only a relatively few Americans resided in Arizona, mostly in the south, their views were largely shaped by: (1) need for law and order, (2) the need for administration more receptive to local needs than that of Santa Fe, (3) the need for capital, communications, and roads, and (4) the desire to protect and assert American institutions.

6. THE CIVIL WAR AND TERRITORIAL STATUS ACHIEVED

Withdrawal of Federal troops; half of Butterfield Overland Mail
Rise of Indian raids and depredations; mines abandoned, ranches burned
Filling the gap: Confederate Arizona vs. The Column from California; Battle of Picacho Peak
Federal control restored to Arizona 1862

Building a defensive posture on Indian frontier
Soldiers, adventurers, and camp followers
Poston, Heintzleman, Mowry and Wrightson carry Arizona's aspirations to White House and Congress
Abraham Lincoln signs Arizona's Organic Act
Office holders, carpetbaggers, and visionary developers; but also settlers
Mineral wealth unmasked: Rich Hill, Lynx Creek, Vulture, La Paz
Establishing a capital in the wilderness
Coalition of South and North in the West
Indian problems, mail delivery, education
Counting noses; the first election

Goal--To understand the efforts of the Civil War on Arizona.

E (a) On the eve of the Civil War, mines and commerce had proven themselves but were faced with harassment and uncertain labor conditions from Indians and Mexicans.

E (b) Federal Troops were withdrawn and forts abandoned, leaving Arizonans to the mercy of the Apache.

E (c) Accounts of Indian atrocities and massacres. American pioneer attitudes toward the Indians.

E (d) Withdrawal of troops caused the Indians to believe that the territory was being abandoned and encouraged them to raid and desecrate mines and settlements.

E (e) A small American population, largely of southern origin, looked elsewhere for protection and seeing the successes of Texas and other southern states, held conventions in sympathy with the South, elected representatives to the Confederate Congress, and denounced a country they thought had abandoned them.

E (f) The Confederate campaigns of Baylor and Sibley in New Mexico, establishment of Arizona as a Confederate territory, and the occupation of Tucson by Hunter.

E (g) Confederate efforts and failures to restore order in Arizona, the battle of Picacho and the westernmost penetration by southern pickets to Stanwix on the Gila River.

E (h) The California Column in reasserting Union control of Arizona, the withdrawl of the Confederates, and efforts to restore order.

E (i) Various private "mining and exploring expeditions" such as that of J. R. Walker in central Arizona and making new mineral discoveries.

E (j) New mineral discoveries raised expectations of mineral wealth, attracted new emigrants, created a need for food, goods, services and vitalized business.

E (k) Location of early Arizona settlements such as: Tubac, Mowry Mine, La Paz, Arizona City, Gila City, Tucson, Overland Mail Stations, Ft. Breckenridge, Olive City, Aubry, Hardeyville, Ft. Mohave, Callville, Prescott, Navajo Springs, Ft. Whipple, Big Bug, Vulture, Calabasas, Ft. Buchanan, Arivaca, and the Pima Villages.

E (l) While war and unrest prevailed in Arizona, Poston, Heintzleman, and others aiming at protection of their investments were pressing for territorial status in Washington.

E (m) The bill to make Arizona a territory, the participants in the congressional battle, and the climate which finally assured its passage.

E (n) The first territorial appointments, the journey of the official party overland.

E (o) The discovery of gold along the Gila and Colorado, at Rich Hill, and along the Agua Fria, Hassayampa (Vulture), Big Bug, and other "bonanzas."

E (p) Beginnings of cattle, agricultural, and commercial diversification in Arizona.

E (q) United States efforts to administer Indians through a ration and reservation system.

E (r) U. S. efforts to cope with the Navajos including Carson's campaigns around Canyon de Chelly and the long and unsuccessful march to Bosque Redondo.

E (s) The role of water in mineral and agricultural development.

E (t) The men who played prominent roles in the settlement and development of Arizona before or during the Civil War period such as: Hayden, Bascom, Carleton, Hunter, Sibley, Cochise, Baylor, Woolsey, Ochoa, Swilling, Trevis, Poston, Ehrenberg, Goodwin, McCormick, the Oury Brothers, Heintzleman, Wade, Butler, Ashley, Gage, Bashford, Duffield, Mowry, Allyn, Allen, Redondo, Browne, Jeffords and others.

E (u) The reasons for locating the territorial capital at Prescott, the initial elections and legislation.

E (v) During an absence of civil and military law in Arizona, citizens banded together for their own protection.

E (w) The so-called "pinole treaty." The Pimas and Maricopas under Juan Chivaria and Antonio Azul in assisting restoration of order.

7. THE TERRITORIAL PERIOD (1864-1912)

Problems of new government
The booming mineral frontier
Red Indian protests; forts to restrain natives
Irrigation: new means of food production
Agricultural and cattle frontiers
Indian issues and campaigns; reservations
Protestant missionary endeavors
Growth of urban centers: Prescott, Tucson, Phoenix
Iron Rails end Arizona's isolation
Copper displaces gold as most precious metal
Elections and politics forever; Arizona rankles over colonial role as territory
Growth of education and culture
The way of life on the Arizona frontier
Good men always outnumbered the villains
Rough Riders: seeking a new star in the flag
National Reclamation Act; farmland boom
Border relations during Mexican revolutions
Arizona's uphill struggle for statehood
Constitutional Convention in 1910
Ethnic origins and cultural variety: red, brown, black, yellow and white contributions to Arizona

Goal--To be familiar with the problems of the new territorial government.

E (a) Sectional differences in Arizona and the battle for placement of a capital.

E (b) The effects of the Civil War on the development of the territory.

E (c) Myth and reality in mineral development; hoaxes and schemes for selling mines; factors which contributed to wealth for some and failure for others; and the move from precious metals to copper in the eighties and nineties.

E (d) The role of Jack Swilling and others in developing canals and irrigation systems in the Salt River Valley.

E (e) The beginnings and expansion of the cattle industry under men like Redondo and Balz; the building of "empires" such as the "Hashknife Outfit," the controversy between cattle and sheep men, and the so-called Pleasant Valley War.

E (f) Delays in confirming title to land contributed to controversy over "old Spanish land grants" and produced land frauds as that of the "Baron of Arizona" (J. A. Reavis).

E (g) The role of business and mercantilism in serving the emerging territory; the coming of the railroads, establishment of the telegraph and mail system; and the improvement of roads. The demise of steamboating on the Colorado.

E (h) The Army's role in controlling the Apache and the conflicts which occurred between it and the Commissioner of Indian Affairs.

E (i) Military campaigns of pacification under Crook; the surrender of Geronimo in 1886 to forces under General Miles.

E (j) The course of Mexican-American relations following the Civil War, attempts at cooperation in the suppression of Apache and Yaqui raids, the precedent of "hot pursuit," and efforts at extradition of criminals.

E (k) The role of the Papagos and Pimas and other agricultural Indians in assisting development of the territory.

E (l) Territorial governors, their years of tenure, and accomplishments of their administrations.

E (m) The principal military officers, administrators, agents, and Indian chiefs figuring prominently in Indian pacification efforts such as: Stoneman, Ord, Howard, Eskiminzen, Clum, Jeffords, Victorio, Sieber, Mangus Colorado, Miles, Iretaba, Crook, Poston, Chivaria, Azul, Big Rump, and Gatewood.

E (n) Removal of the capital from Prescott to Tucson in 1867; its later return to Prescott, and its final establishment at Phoenix in 1889; the symbolism of the Great Seal of the State of Arizona; the motto: Ditat Deus; and the origin of the Arizona flag.

E (o) Life in territorial Arizona; the contributions of lawmen such as Frank Slaughter and Tom Rynning and Wyatt Earp in bringing order to the frontier; issues which separated the major political parties.